

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



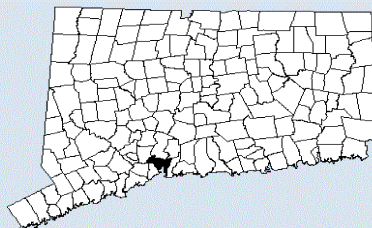
## New Haven School District

Mr. Garth Harries, Superintendent • 203-946-8888 • [www.nhps.net/](http://www.nhps.net/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	64
Enrollment	21,712
Per Pupil Expenditures <sup>1</sup>	\$15,882
Total Expenditures <sup>1</sup>	\$340,402,415

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
(2015® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,729	49.4	48.3
Male	10,983	50.6	51.6
American Indian or Alaska Native	38	0.2	0.2
Asian	496	2.3	4.7
Black or African American	9,091	41.9	12.9
Hispanic or Latino	8,729	40.2	22.1
Pacific Islander	13	0.1	0.0
Two or More Races	124	0.6	2.5
White	3,221	14.8	57.2
English Language Learners	3,080	14.2	6.3
Eligible for Free or Reduced-Price Meals	12,743	58.7	37.6
Students with Disabilities <sup>1</sup>	2,708	12.5	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	2,440	25.1	599	5.5
Male	2,613	26.1	1,322	11.9
Black or African American	2,214	27.0	1,231	13.4
Hispanic or Latino	2,248	27.8	539	6.1
White	521	18.2	126	3.9
English Language Learners	804	25.5	162	5.1
Eligible for Free or Reduced-Price Meals	3,602	31.4	1,342	10.7
Students with Disabilities	895	34.1	433	14.8
District	5,053	25.6	1,921	8.8
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 8,973**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,382.1
Paraprofessional Instructional Assistants	725.3
<b>Special Education</b>	
Teachers and Instructors	209.0
Paraprofessional Instructional Assistants	134.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	27.0
School Level	118.4
<b>Library/Media</b>	
Specialists (Certified)	33.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	127.0
Counselors, Social Workers and School Psychologists	117.0
School Nurses	33.8
Other Staff Providing Non-Instructional Services/Support	869.3

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	37	1.8	1.0
Black or African American	296	14.7	3.5
Hispanic or Latino	142	7.0	3.5
Pacific Islander	8	0.4	0.0
Two or More Races	0	0.0	0.0
White	1,531	75.9	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	266	44.0	371	61.2
Hispanic or Latino	181	43.0	224	58.0
White	92	51.1	165	73.7
English Language Learners	39	34.8	39	36.8
Eligible for Free or Reduced-Price Meals	291	41.0	417	62.6
Students with Disabilities	45	26.2	71	36.8
District	568	45.5	798	63.3
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	94	39.7
Emotional Disturbance	109	45.8
Intellectual Disability	69	39.7
Learning Disability	824	81.6
Other Health Impairment	406	76.9
Other Disabilities	40	29.2
Speech/Language Impairment	195	92.9
District	1,737	68.5
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	255	1.3	1.5
Emotional Disturbance	238	1.2	1.0
Intellectual Disability	182	0.9	0.5
Learning Disability	1,012	5.2	4.4
Other Health Impairment	543	2.8	2.6
Other Disabilities	154	0.8	1.0
Speech/Language Impairment	253	1.3	1.9
All Disabilities	2,637	13.5	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	309	11.7	8.1
Private Schools or Other Settings	80	3.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	208,691,145	9,772	9,134
Instructional Supplies and Equipment	8,960,888	420	334
Improvement of Instruction and Educational Media Services	6,063,572	284	498
Student Support Services	4,886,338	229	1,001
Administration and Support Services	36,830,590	1,725	1,694
Plant Operation and Maintenance	30,149,243	1,412	1,572
Transportation	24,242,453	1,290	813
Costs of Students Tuitioned Out	16,828,974	N/A	N/A
Other	3,749,212	176	186
Total	340,402,415	15,882	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	49,739,834	2,329	1,272
-----------------------------------	------------	-------	-------

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	23,439,077	37.5	35.1
Noncertified Personnel	3,200,938	5.1	14.2
Purchased Services	2,942,467	4.7	5.2
Tuition to Other Schools	16,735,467	26.8	22.0
Special Ed. Transportation	6,932,325	11.1	8.6
Other Expenditures	9,299,475	14.9	14.9
Total Expenditures	62,549,749	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	27.9	24.1
State	62.0	64.3
Federal	8.2	9.4
Tuition & Other	1.9	2.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	21	61.8	21	52.1	*	*
Asian	189	75.6	198	71.6	95	63.0
Black or African American	3905	52.6	3868	42.2	1803	40.7
Hispanic or Latino	3886	53.7	3882	44.2	1627	42.7
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	*	*
Two or More Races	30	52.0	31	46.4	17	*
White	1321	68.9	1313	58.5	646	58.1
English Language Learners	1637	47.2	1653	40.0	586	34.4
Non-English Language Learners	7715	57.7	7660	47.3	3619	46.4
Eligible for Free or Reduced-Price Meals	5487	51.8	5462	42.2	2475	40.7
Not Eligible for Free or Reduced-Price Meals	3865	61.6	3851	51.3	1730	50.5
Students with Disabilities	1516	40.2	1518	32.4	687	33.8
Students without Disabilities	7836	58.9	7795	48.6	3518	46.8
High Needs	6442	51.1	6429	41.8	2863	40.2
Non-High Needs	2910	66.4	2884	55.2	1342	54.3
District	9352	55.8	9313	46.0	4205	44.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.9	75.3	73.4	76.3	4,584	75.1
Curl Up	81.4	84.0	80.7	67.7	4,584	80.3
Push Up	64.7	64.0	65.8	62.0	4,584	64.5
Mile Run/PACER	66.0	69.8	58.5	51.1	4,584	63.2
All Tests - District	39.0	41.8	38.7	37.3	4,584	39.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	600	76.3	72.8	Yes	75.1
Hispanic or Latino	454	68.7	63.6	Yes	66.9
English Language Learners	103	57.3	55.1	Yes	59.4
Eligible for Free or Reduced-Price Meals	1,068	74.5	68.9	Yes	71.7
Students with Disabilities	169	53.3	58.4	No	62.3
District	1,309	75.5	71.4	Yes	73.9
State <sup>4</sup>		87.0			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.4	221	16.9
Male	76.5	178	14.8
Black or African American	79.5	97	8.0
Hispanic or Latino	77.2	97	12.0
White	89.4	164	40.6
English Language Learners	63.8	8	3.7
Eligible for Free or Reduced-Price Meals	78.5	125	9.1
Students with Disabilities	59.3	*	*
District	80.6	399	15.9
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2015 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	71.0	79.0
Male	60.8	76.8
Black or African American	66.7	77.2
Hispanic or Latino	58.8	72.9
White	76.6	85.5
English Language Learners	54.3	78.3
Eligible for Free or Reduced-Price Meals	65.0	77.3
Students with Disabilities	36.5	68.9
District	66.4	78.2
State	72.6	88.8

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	55.8	75	74.5	100	74.5	67.9
	High Needs Students	51.1	75	68.1	100	68.1	56.7
Math Performance Index	All Students	46.0	75	61.3	100	61.3	59.3
	High Needs Students	41.8	75	55.8	100	55.8	47.8
Science Performance Index	All Students	44.7	75	59.6	100	59.6	56.5
	High Needs Students	40.2	75	53.6	100	53.6	45.9
Chronic Absenteeism	All Students	25.6%	<=5%	8.7	50	17.5	10.6%
	High Needs Students	30.0%	<=5%	0.1	50	0.1	17.3%
Preparation for CCR	% Taking Courses	54.5%	75%	36.3	50	72.6	66.1%
	% Passing Exams	15.9%	75%	10.6	50	21.2	37.3%
On-track to High School Graduation		84.7%	94%	45.1	50	90.1	85.6%
4-year Graduation All Students (2014 Cohort)		75.5%	94%	80.3	100	80.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		75.8%	94%	80.6	100	80.6	77.6%
Postsecondary Entrance (Class of 2014)		66.3%	75%	88.4	100	88.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		78.1%   39.6%	75%	13.2	50	26.4	87.6%   51.0%
Arts Access		46.3%	60%	38.6	50	77.1	45.7%
<b>Accountability Index</b>				<b>774.6</b>	<b>1250</b>	<b>62.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.4	51.1	15.4	17.3	
Math Performance Index Gap	55.2	41.8	13.4	19.6	
Science Performance Index Gap	54.3	40.2	14.1	17.2	
Graduation Rate Gap	82.3%	75.8%	6.5%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	94.5
	High Needs Students	94.5
Math	All Students	94.5
	High Needs Students	94.8
Science	All Students	97.3
	High Needs Students	96.5

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 43.2      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

In the fall of 2015, NHPS launched an intensive focus on chronic absenteeism to analyze the severity and complexity of the problem both across the larger community and within our schools and to take action to address the problem. We launched, "Attendance Matters," a community effort to draw attention to the problem and build support for our efforts. Our explicit internal actions included a multi-prong approach with a first step of generating and acting on accurate data. The district developed our own new software system we call, TABLEAU. TABLEAU is a complement to our Power Schools software and provides more real time analytics. This has enhanced district-wide collaboration among NHPS office of research and data, IT, dropout prevention specialists, school leaders and school based attendance teams. The districtwide collaboration led to prioritization of the development of early warning prevention and intervention systems which identified students who are, or will be at risk of becoming chronically absent before they miss enough school that it is nearly impossible for them to catch up. Our second focus was to ensure coordinated systems of support within schools and community for students who are chronically absent. We worked to implement regular and focused school-based attendance committee meetings that focus and act on individual student intervention needs and study student responses to interventions. With extra emphasis on the k-8 level where chronic absenteeism in 2014-15 was as high as 50% in some elementary grade levels, Dropout Prevention Specialists worked in collaboration with school staff to emphasize attendance education with families. In addition, Judge John Keys Attendance Engagement Clinic expanded this fall from 2 to 3 in our highest needs K-8 Schools. As a result, current '15/'16 comparison data suggests promising progress among our K-8 schools, while high schools remain challenging. Furthermore, YFCE "Attendance Matters" campaign focuses on communities raising public awareness about the causes and effects of chronic absenteeism. In the fall, district staff and community leaders gathered to understand our current absenteeism problem, brainstorm ideas and concepts and review ongoing solutions. We have engaged our parent liaisons and citywide parent leadership to assist. Attendance Matters street banners were placed in key neighborhoods and posters encouraging attendance are located in all schools. Incentives like pizza parties and celebration events are now being offered to schools that improve and are being sponsored by partners like Comcast and Parks and Recreation.

New Haven Public Schools special education department's vision is to provide educational services that enables students to become independent, productive members of society by providing high quality services and support to students with special needs through a multidisciplinary team approach. The goals of the department include:

1. Seamless integration/inclusion practices within general education
2. The department
3. Emphasis on foundational reading/math skills
4. Providing quality individualized education plans
5. Addressing the social/emotional needs of students
6. Expanding assistive technology within instructional practices
7. Provide services that will enable students to become college and career ready

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Haven Public Schools (NHPS) system has the one of the largest Choice Programs in the State of Connecticut and it has reduced the racial, ethnic and economic isolation for students in the greater New Haven Region. NHPS offers an array of school options including, neighborhood, Inter- and Intra-district magnet, and Charter schools. NHPS is a member district of Ct. State Department of Education's Open Choice program.

Our schools accommodate the challenges and interests of our diverse population. Each school has a specific theme integrated into a rigorous academic curriculum. Students are chosen through a lottery; most schools have a wait list, which demonstrates how popular these schools have become. This year the Office of Choice and Enrollment aggressively recruited new students by conducting two School Choice Expos, Community Information Sessions, extensive mailing of new brochures, delivery of brochures to all schools in New Haven County, television and radio communications, digital billboards, street banners, and thorough outreach to schools.

All schools hold a late summer "Meet and Greet" orientation for continuing and incoming students that provides both parents and new students with information about their magnet theme. The schools participate in the district-wide School Choice Expos and hold individual follow up open houses at their schools. The magnet schools offer dates for individual tours and classroom visits in the spring and tours throughout the school year to support families. School websites serve as a recruitment tool, a means of parent/community communication, and a study aid for students. New Haven focuses on are to increases student awareness of diversity of individuals and cultures including cultural fairs in many schools across the district, strategically aligned celebrations for Hispanic Heritage Month, Women's History, and Black History. All schools have implemented school wide cultural events and programs hoping to involve parents in their children's achievement and academic needs. These events include STEM nights, International Read Aloud Days, and a Project titled Go Baby Go where students from our magnet schools partnered with Central Connecticut State University to construct mobile cars for disabled children.

# District Profile and Performance Report for School Year 2014-15

## New Haven School District

### **Equitable Allocation of Resources among District Schools**

NHPS continues to work with its state and local partners to formulate structures and systems that will allow each school and individual student to reach their potential. The strong data driven academic process is also utilized in the facility management and district operations. NHPS remains a leader in the state with this data driven model and the significant and sustained gains in test scores are reflective of this success. In both the facility and operations areas NHPS has implemented on-line data systems to monitor work orders, food sales and inventories and energy management. New Haven has instituted a site based budgeting process which allows each school to review all budget line items in an effort to provide funding equity as well as to support the portfolio approach where each school can be viewed individually as it seeks to meet its individual goals as well as the District goals. In addition, NHPS has enacted proactive preventative maintenance schedules and long range planning and capital investment reviews. All of these elements will allow for well reasoned and cost effective budget decision making for both the long and short term through data driven analysis which